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# **Forum Agenda**

**Washington, DC  
July 26–28, 2004**

**<http://nces.ed.gov/forum>**

**National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education**

**This conference is intended to provide an opportunity for state and local educators, members of associations and government agencies, and others to share information about developments and issues in the collection, reporting, and use of education data. The information and opinions expressed in this conference do not necessarily represent the policy or views of the U.S. Department of Education or the National Center for Education Statistics.**



# Forum Agenda

**Monday, July 26, 2004**

7:30 – 5:00	<b>Registration Table Open</b>	State
7:30 – 8:30	<b>Continental Breakfast</b>	State
8:30 – 12:00	<b>Task Force and Working Group Meetings</b> (Only members of Task Forces or Working Groups are requested to attend these meetings.)	

## **Help Desk in the State Room:**

**Everything you always wanted to know about the National Forum  
on Education Statistics—Or, where do you go next?**  
*Andy Rogers, Education Statistics Services Institute*

8:30 – 12:00

12:00 – 1:15	<b>Steering Committee Meeting</b> Lunch on your own	Rhode Island
1:30 – 3:00	<b>Task Force and Working Group Meetings</b>	
3:00 – 3:15	Break	State
3:15 – 8:00	<b>Task Force and Working Group Meetings</b>	

## ***Cyber Café***

**7:30 – 5:00**

State

*Have you seen the new Forum web site?*  
Visit <http://nces.ed.gov/forum> for all the latest information.



# Forum Agenda

**Tuesday, July 27, 2004**

7:30 – 5:00      **Registration**      State

7:30 – 8:30      **Continental Breakfast**      State

## ***Cyber Café***

**7:30 – 5:00**

State

<b>Computer Bank</b>	<b>7:30 – 5:00</b>
<b>Publication Mailing Service</b>	<b>10:30 – 5:00</b>
<b>Demonstrations</b>	<b>2:00 – 5:00</b>

**Room closed for Opening Session**

8:00 – 8:30      **New Forum Members' Orientation Session**      East

8:45 – 10:20      **Forum Opening Session**      Ballroom

Introductions and Agenda Review

*Bethann Canada, Forum Chair, Director of Information Management  
Virginia Department of Education*

Cooperative System Update

*Lee Hoffman, Program Director, National Center for Education Statistics*

Panel Discussion: National Data Initiatives

*Moderator: Gerald Hottinger, Chief of Data Services  
Pennsylvania Department of Education*

Performance-Based Data Management Initiative

*Hugh Walkup, Director of Strategic Accountability Services  
U.S. Department of Education*

School Information Partnership

*Tom Lindsley, Director, Washington, DC Office  
National Center for Educational Accountability*

Schools Interoperability Framework

*Larry Fruth II, Executive Director  
Schools Interoperability Framework*

Decision Support Architecture Consortium

*Richard Kesner, President and Chief Operating Officer  
CELT Corporation*

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# Forum Agenda

**Tuesday, July 27, 2004**

- |               |   |                |
|---------------|---|----------------|
| 10:20 – 10:30 | Break   | State          |
| 10:30 – 12:00 | <b>Standing Committee Meetings</b>  |                |
|               | National Education Statistics Agenda Committee<br><i>William Smith, Sioux Falls School District</i>     | East           |
|               | Policies, Programs, and Implementation<br><i>Gerald Hottinger, Pennsylvania Department of Education</i> | Virginia       |
|               | Technology, Dissemination, and Communications<br><i>Thomas Purwin, Jersey City Public Schools</i>       | South Carolina |
| 12:00 – 1:15  | <b>Steering Committee Working Lunch</b><br>Lunch on your own  | Rhode Island   |
| 1:15 – 4:00   | <b>Standing Committees Reconvene</b>  |                |

## Session for Data Conference Attendees:

### **2000 School District Special Tabulation Data and Its Web Site**

*Tai Phan, National Center for Education Statistics*

*Joe Collins, Pinkerton Computer Consultants*

**Senate Room: 1:30 – 3:30**

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# Forum Agenda

Tuesday, July 27, 2004

- |             |  |                |
|-------------|--|----------------|
| 4:15 – 5:15 | <b>Orientation for New SEA Representatives</b><br>Everything You Want to Know About Contracts<br><i>LaShawn Pettaway, Contracts Office</i><br><i>Ghedam Bairu and Mary McCrory, National Center for Education Statistics</i> | South Carolina |
|             | <b>Orientation for New LEA Representatives</b><br>Everything You Want to Know About Getting Reimbursed and More<br><i>Susan Rittenhouse and Erin Dahlberg, Westat</i>  | Virginia       |
| 5:15 – 7:00 | <b>Forum Reception</b>   | State          |

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# Forum Agenda

Wednesday, July 28, 2004

7:30 – 5:00      **Registration Table Open**      State

7:30 – 8:30      **Continental Breakfast**      State

State

***Cyber Café***  
8:00 – 5:00

**Publication Mailing Service  
Demonstrations  
Room closed for Closing Session**

8:30 – 9:30      **General Session: NESAC, PPI, and TDC Meeting**      Ballroom  
NCES Handbooks  
*Mary Anne Kirkland and Deborah Newby*  
*Council of Chief State School Officers*

Schools Interoperability Framework and the Forum  
*Barbara Andrepont, Education Data Therapist*

9:30 – 9:45      Break

9:45 – 10:45      **Standing Committee Meetings**

National Education Statistics Agenda Committee      East  
*William Smith, Sioux Falls School District*

Policies, Programs, and Implementation      Virginia  
*Gerald Hottinger, Pennsylvania Department of Education*

Technology, Dissemination, and Communications      South Carolina  
*Thomas Purwin, Jersey City Public Schools*

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# Forum Agenda

Wednesday, July 28, 2004

10:45 – 12:00 **Closing Session**

Ballroom

**Standing Committee Progress Reports**

National Education Statistics Agenda Committee

Policies, Programs, and Implementation

Technology, Dissemination, and Communications

**Task Force Reports**

Comparable Data Elements for Distance Education

Exit Codes

Education Performance Indicators

Core Finance Data

**Task Force Participation Awards**

***Passport to the Forum Award***

**Election of New Officers**

12:00 **Adjournment**

12:00 – 1:15 **Steering Committee Working Lunch**

Massachusetts

*Have you seen the new Forum web site?  
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# **Summer Data Conference Agenda**

**Washington, DC  
July 28–30, 2004**

**<http://nces.ed.gov/conferences>**

**National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education**



# Summer Data Conference Agenda

Wednesday, July 28, 2004

7:30 – 5:00      **Registration**      State

7:30 – 8:30      **Continental Breakfast**      State

## *Cyber Café*

8:00 – 5:00

State

**Publication Mailing Service**

**Demonstrations**

**Room closed for opening session of the Data Conference**

8:30 – 12:00      **Training Sessions**

Common Core of Data (CCD): New Nonfiscal Coordinator Training  
*John Sietsema, National Center for Education Statistics*  
*Michael Freeman, Dell Gray, Terri Kennerly, Julia Naum,*  
*and Jane Moy Thomas*  
*U.S. Census Bureau*

Chinese

Common Core of Data (CCD): Fiscal Coordinator Training  
*Frank Johnson, National Center for Education Statistics*  
*Eunice Ave, Lawrence MacDonald, and Sharon Meade*  
*U.S. Census Bureau*

Senate

12:00 – 1:15      **Lunch on your own**

1:15 – 2:15      **Opening Plenary Session**

Ballroom

### **Welcome**

*Robert Lerner, Commissioner, National Center for Education Statistics*

### **Introduction of Speaker**

*Lee Hoffman, Program Director, National Center for Education Statistics*

### **Keynote Speech**

*Using School Data to Improve Student Achievement Using the JFTK Model*  
*Michael Hudson, President, National Center for Educational Accountability*  
*and Just for the Kids*

2:30 – 5:20

## Training Sessions

CCD Nonfiscal Coordinator Training

Chinese

*John Sietsema, National Center for Education Statistics  
Michael Freeman, Dell Gray, Terri Kennerly, Julia Naum,  
and Jane Moy Thomas  
U.S. Census Bureau*

CCD Fiscal Coordinator Training

Senate

*Frank Johnson, National Center for Education Statistics  
Eunice Ave, Lawrence MacDonald, and Sharon Meade  
U.S. Census Bureau*

2:30 – 3:20

### Concurrent Session I

I-B

A Comparable Wage Index of School District Costs

East

*Lori Taylor, Bush School of Government, Texas A&M University*

I-E

Decision Support Systems: A 12-Step Program

Virginia

*Lucian Parshall, Retired, Michigan Department of Education  
Madalyn Quinlan and Bill Hallinan, Montana Office of Public Instruction  
Bruce Bull, Oregon Department of Education  
John Hunter, Intelligence Consulting*

I-F

Knowledge Transfer Session:

Standards for Reporting Assessment Results (Part I)

New York

*Glynn Ligon, ESP Solutions Group  
Jack Grayson, American Productivity and Quality Center  
Kristin Arnold, Edvance*

I-G

Partnering for Success through the Use of Data:

Data 101-102-103 for Educators

Rhode Island

*Leigh Burgess, Lakota Local School District*

I-H

Florida's Return on Investment Web Site

Pennsylvania

*Lavan Dukes and Linda Champion, Florida Department of Education*

3:20 – 3:30

Break

State/Georgia



**Wednesday, July 28, 2004**

3:30 – 4:20      **Concurrent Session II**

- |      |   |                |
|------|---|----------------|
| II-B | <b>Fiscal Stress and Voluntary Contributions to Public Schools</b><br><i>Jennifer Imazeki, San Diego State University</i><br><i>Eric Brunner, Quinnipiac University</i>   | East           |
| II-D | <b>Forum Guide to Education Indicators</b><br><i>Steven King, Wyoming Department of Education</i><br><i>Lee Hoffman, National Center for Education Statistics</i><br><i>Tom Szuba, Education Research Consultant</i>  | South Carolina |
| II-E | <b>Enabling SEA/LEA Data-Driven Decision Support:<br/>A Consortial Solution</b><br><i>Richard Kesner, CELT Corporation</i><br><i>Tim Webb, Tennessee Department of Education</i><br><i>Nancy Resch, New Jersey Department of Education</i><br><i>Robert McGrath, Pennsylvania Department of Education</i><br><i>Local Education Agency Representative</i> | Virginia       |
| II-F | <b>Knowledge Transfer Session:<br/>Standards for Reporting Assessment Results (Part II)</b><br><i>Glynn Ligon, ESP Solutions Group</i><br><i>Jack Grayson, American Productivity and Quality Center</i><br><i>Kristin Arnold, Edvance</i>   | New York       |
| II-G | <b>SETDA's Common Data Elements Initiative—<br/>Building Upon the Technology in Schools Handbook</b><br><i>Mary Ann Wolf, State Educational Technology Directors Association</i><br><i>Joyce Faye White, Virginia Department of Education</i>   | Rhode Island   |
| II-H | <b>DISTRICTS AND ISBE WIN WITH eGMS (Grants)!</b><br><b>What We Learned Along the Way</b><br><i>Dennis Powell and Scott Norton, Illinois State Board of Education</i><br><i>Randy Arnold, The Innovation Group/MTW</i>  | Pennsylvania   |

4:20 – 4:30      Break

**Wednesday, July 28, 2004**

**4:30 – 5:20      Concurrent Session III**

- |       |  |                |
|-------|--|----------------|
| III-B | Impact of School Finance Reform on Resource Equalization and Academic Performance: Evidence from Michigan<br><i>Joydeep Roy, Princeton University</i>  | East           |
| III-D | Measuring What Matters—Refocusing Educational Data-Driven Initiatives<br><i>Thomas Saka and Keith Kameoka, Hawaii Department of Education</i>  | South Carolina |
| III-E | Best Practices for School Improvement: Data in Action<br><i>Chris Caudullo, National Center for Education Accountability</i>   | Virginia       |
| III-F | Knowledge Transfer Session:<br>Standards for Reporting Assessment Results (Part III)<br><i>Glynn Ligon, ESP Solutions Group</i><br><i>Jack Grayson, American Productivity and Quality Center</i><br><i>Kristin Arnold, Edvance</i> | New York       |
| III-G | Building a Relational Report Card Database and Improving the Use of Education Statistics<br><i>Quansheng Shen, Lisa Brunetto, and Doug Moore</i><br><i>New Jersey Department of Education</i>                                      | Rhode Island   |
| III-H | California’s Statewide Student Identifier—The Challenge—The Process<br><i>Jan Langtry and Martha Friedrich</i><br><i>California School Information Services</i>  | Pennsylvania   |

# Summer Data Conference Agenda

Thursday, July 29, 2004

7:30 – 5:00      **Registration**      State

7:30 – 8:30      **Continental Breakfast**      State/Georgia

## *Cyber Café*

8:00 – 5:00

State

**Publication Mailing Service  
Demonstrations**

8:30 – 9:30      **Concurrent Session IV**

IV-A      Creating Visionary Data Environments by Enhancing Existing Resources:  
In the Spirit of Leaving No Child Behind      Senate  
*Roger Young, Manchester Essex Regional School District*  
*Bethany Silver, Hartford Public Schools/Central Connecticut State University*

IV-B      Impact of Voucher Design on Public School Performance:  
Evidence from Florida and Milwaukee      East  
*Rajashri Chakrabarti, Cornell University*

IV-C      Education Data Exchange Network:  
Planned Events 2004 through 2006      Chinese  
*Hugh Walkup, U.S. Department of Education*

IV-D      How to Use the School District Demographics Web Site Effectively      South Carolina  
(Part I)  
*Tai Phan, National Center for Education Statistics*  
*Bettie Landauer-Menchik, Michigan State University*

IV-E      Fox Chapel's Education Data Warehouse: Year One      Virginia  
*Ronald Streeter, eScholar*  
*Norton Gusky and J.R. Deer, Fox Chapel Area School District, Pennsylvania*

IV-F      The NEW NAEP Data Analyst      New York  
*Jeff Jenkins, Educational Testing Service*

IV-G      Building the Next Generation Metadata Facility:  
Implications for NCES (Part I)      Rhode Island  
*Glenn Ponas and Elbert Yaworsky, Pittsburgh Public Schools*  
*Ken Sochats, University of Pittsburgh*

**Thursday, July 29, 2004**

IV-H	State Assigned Student IDs: Oh, the Places We'll Go! <i>Judy Brown and Jan Rose Petro, Colorado Department of Education</i>	Pennsylvania
9:30 – 9:45	Break	
9:45 – 10:45	<b>Concurrent Session V</b>	
V-A	The Common Core of Data: What It Is and Where To Find It <i>Jennifer Sable, Education Statistics Services Institute</i> <i>John Sietsema, National Center for Education Statistics</i>	Senate
V-B	Resource Adequacy Study for the New York State Commission on Education Reform <i>Martin Hampel, Standard and Poor's</i>	East
V-C	Using SIF for Vertical Reporting (Part I) <i>Vicente Paredes, ESP Solutions Group</i> <i>Larry Fruth II, Schools Interoperability Framework</i> <i>Judith Barnett, Central Susquehanna Intermediate Unit</i> <i>Alex Jackl, IMS Global Learning Consortium</i> <i>Ronald Streeter, eScholar</i>	Chinese
V-D	How to Use the School District Demographics Web Site Effectively (Part II) <i>Tai Phan, National Center for Education Statistics</i> <i>Bettie Landauer-Menchik, Michigan State University</i>	South Carolina
V-E	Data-Driven Decision Making for Special Education Leaders in Maryland <i>Elaine Urbanski and John Castellani</i> <i>Johns Hopkins University Center for Technology in Education</i>	Virginia
V-F	TEDA: Teacher Evaluation Data Assessment <i>Toni Elitharp, Virginia Tech</i>	New York
V-G	Building the Next Generation Metadata Facility: Implications for NCES (Part II) <i>Glenn Ponas and Elbert Yaworsky, Pittsburgh Public Schools</i> <i>Ken Sochats, University of Pittsburgh</i>	Rhode Island
V-H	The Iowa Student Identification/Locator System: From Conception to Reality <i>Leland Tack and Shawn Snyder, Iowa Department of Education</i> <i>Glynn Ligon, ESP Solutions Group</i> <i>Shawn Bay, eScholar</i>	Pennsylvania

**Thursday, July 29, 2004**

10:45 – 11:00 Break

11:00 – 12:00 **Concurrent Session VI**

- |      |  |                |
|------|--|----------------|
| VI-A | NCES-CCD-Build-a-Table Tool: NEW UPDATES<br><i>Carl Schmitt and John Sietsema, National Center for Education Statistics</i>  | Senate         |
| VI-B | How Teacher Preferences Disadvantage Urban Schools<br><i>Jim Wyckoff, State University of New York at Albany</i>   | East           |
| VI-C | Using SIF for Vertical Reporting (Part II)<br><i>Vicente Paredes, ESP Solutions Group</i><br><i>Judith Barnett, Central Susquehanna Intermediate Unit</i><br><i>Steve Curtis, Edustructures</i><br><i>Gay Sherman, Computer Power Solutions of Illinois</i>          | Chinese        |
| VI-D | How to Use the School District Demographics Web Site Effectively (Part III)<br><i>Tai Phan, National Center for Education Statistics</i><br><i>Bettie Landauer-Menchik, Michigan State University</i>  | South Carolina |
| VI-E | Data Really Does Inform Instruction<br><i>Elbert Yaworsky, Pittsburgh Public Schools</i>   | Virginia       |
| VI-F | Student Technology Usage Viewed through Different Data Lenses<br><i>Joette Stefl-Mabry and Leslie Wood</i><br><i>State University of New York at Albany</i><br><i>Greg Partch, Hudson Falls Central School District</i><br><i>Berj Akian, ClassLink Technologies</i> | New York       |
| VI-G | PBS Surveys—A Web Application for Survey Data Collection and Self-Management of Positive Behavior<br><i>Joseph Boland, University of Oregon</i>  | Rhode Island   |

12:00 – 1:30 **Lunch on your own**

Thursday, July 29, 2004

## CCD Awards Luncheon

Ballroom  
12:00 – 1:30

*Ticket is Required*  
*Open to Ticketed CCD Coordinators and Staff*

### 1:30 – 2:30 Concurrent Session VII

- |       |   |                |
|-------|---|----------------|
| VII-A | Exit Codes: Tracking Dropouts and Completers<br><i>Tara McLarnon, Council of Chief State School Officers</i><br><i>Lee Hoffman, National Center for Education Statistics</i><br><i>Wes Bruce, Indiana Department of Education</i><br><i>Gerard Rainville, Education Statistics Services Institute</i> | Senate         |
| VII-B | A Cost Allocation Model for Shared District Resources:<br>Methods and Results<br><i>Larry Miller, University of Washington</i>  | East           |
| VII-C | Pennsylvania's New SIF Vertical Reporting Project<br><i>Judith Barnett, Central Susquehanna Intermediate Unit</i><br><i>Robert McGrath, Pennsylvania Department of Education</i><br><i>Gay Sherman, Computer Power Solutions of Illinois</i>  | Chinese        |
| VII-D | Best Schools, Worst Schools: School Performance<br>Measurement in Practice<br><i>Hella Bel Hadj Amor, New York University</i>   | South Carolina |
| VII-E | Private Independent Schools: What Do They Report?<br><i>Monique Rush, National Association of Independent Schools</i>   | Virginia       |
| VII-F | OTIS: Illinois' Online Teacher Information System (Part I)<br><i>Candy Taylor and Dennis Powell, Illinois State Board of Education</i><br><i>Dean Hupp, Hupp Information Technologies</i>   | New York       |
| VII-G | Teacher Perceptions of the Work Environment in Hard-to-Staff Schools<br><i>Elizabeth Glennie, Duke University</i><br><i>Charles Coble, Education Commission of the States</i>   | Rhode Island   |
| VII-H | California State Department of Education's Data Management<br>Improvement Program—Turning Poison Into Medicine<br><i>Sonya Edwards, California Department of Education</i>  | Pennsylvania   |

**Thursday, July 29, 2004**

2:30 – 2:45      Break

2:45 – 3:45      **Concurrent Session VIII**

- |        |   |                |
|--------|---|----------------|
| VIII-A | Title I Allocations<br><i>William Sonnenberg, National Center for Education Statistics</i>  | Senate         |
| VIII-B | Accountability and Local Control: Incentive Response<br>With and Without Authority over Resource Generation and Allocation<br><i>Susanna Loeb and Katharine Strunk, Stanford University</i>                       | East           |
| VIII-C | SIF Update—New Directions from End-User Needs<br><i>Larry Fruth II, Schools Interoperability Framework</i><br><i>Patrick Plant, Anoka-Hennepin School District</i><br><i>Vicente Paredes, ESP Solutions Group</i> | Chinese        |
| VIII-D | A Six-State Analysis of NCLB’s Adequate Yearly Progress<br>in 2002–2003 Using State Databases<br><i>Julie Eisenband, American Federation of Teachers</i><br><i>Micah Kubic, George Washington University</i>      | South Carolina |
| VIII-E | Mining Georgia High School Student Dropout Data<br><i>Haoran Lu, Georgia Department of Education</i>  | Virginia       |
| VIII-F | OTIS: Illinois’ Online Teacher Information System (Part II)<br><i>Candy Taylor and Dennis Powell, Illinois State Board of Education</i><br><i>Dean Hupp, Hupp Information Technologies</i>                        | New York       |
| VIII-G | Data Quality: What are Validity, Accuracy, and Reliability?<br><i>Oren Christmas, Center for Educational Performance and Information</i>  | Rhode Island   |
| VIII-H | Vision to Know and Do: A Data-Driven Decision Making Partnership<br><i>Irene Spero, Consortium for School Networking</i><br><i>John Porter, Montgomery County Public Schools</i>                                  | Pennsylvania   |

3:45 – 4:00      Break

4:00 – 5:00      **Concurrent Session IX**

- |      |  |        |
|------|--|--------|
| IX-A | Measuring Performance in International Assessments<br><i>Larry Ogle and Mariann Lemke, National Center for Education Statistics</i>      | Senate |
| IX-B | A Financial Condition Indicator System for School Districts:<br>A Case Study of New York<br><i>William Duncombe, Syracuse University</i> | East   |

**Thursday, July 29, 2004**

- |      |  |              |
|------|--|--------------|
| IX-C | SIF—Education Users Seeking Functionality<br><i>Barbara Andrepont, Education Data Therapist</i><br><i>Steven King, Wyoming Department of Education</i><br><i>Patrick Plant, Anoka-Hennepin School District</i>         | Chinese      |
| IX-G | Data Partnership Project Overview<br><i>Joe Simpson, Council of Chief State School Officers</i><br><i>Mike Cohen, Achieve</i><br><i>Michael Stuart, Standard and Poor's</i><br><i>Richard Kesner, CELT Corporation</i> | Rhode Island |
| IX-H | Improving Student Learning with Standards, Assessments,<br>and Technology<br><i>Gayle Wood, Consultant</i><br><i>Edward Holstrom, Virginia Department of Education</i>   | Pennsylvania |



# Summer Data Conference Agenda

Friday, July 30, 2004

7:30 – 10:45    **Registration**    State

7:30 – 8:30    **Continental Breakfast**    State/Georgia

***Cyber Café***  
8:00 – 10:00

State

**Publication Mailing Services end promptly at 10:00 a.m.**

8:30 – 9:30    **Concurrent Session X**

X-A    Findings from The Condition of Education 2004    Senate  
*John Wirt and Patrick Rooney, National Center for Education Statistics*  
*Anindita Sen, American Institutes for Research*

X-B    Expenses v. Expenditures:  
Which Should I Choose for Measuring Cost Per Student?    East  
*Dean Mead, Governmental Accounting Standards Board*

X-C    SIF Transcript    Chinese  
*Janis Brown, National Center for Education Statistics*  
*Larry Fruth II, Schools Interoperability Framework*

X-D    Outcomes Measurement and the LSTA Toolkit    South Carolina  
*Amy Louittit Johnson, Florida Department of State*

X-E    School Information Partnership: Tools to Report,  
Measure, and Apply Performance Data    Virginia  
*Jackie Lain, Standard and Poor's*  
*Tom Lindsley, National Center for Educational Accountability*

X-F    EDEN Data Elements: The Latest and (Almost) Final Version    New York  
*Barbara Timm, U.S. Department of Education*  
*Barbara Clements, ESP Solutions Group*

X-G    The NYS Data Warehouse Initiative    Rhode Island  
*Jenifer Gilson, Erie 1 BOCES*

**Friday, July 30, 2004**

X-H	2000 School District Special Tabulation Data and Its Web Site (Part I) <i>Tai Phan, National Center for Education Statistics</i> <i>Joe Collins, Pinkerton Computer Consultants</i>	Pennsylvania
9:30 – 9:45	Break	
9:45 – 10:45	<b>Concurrent Session XI</b>	
XI-A	School District Finance Data <i>Frank Johnson, National Center for Education Statistics</i> <i>Mark Zolecki, U.S. Census Bureau</i>	Senate
XI-B	More Different Than Alike: State Strategies for Funding Education <i>Jennifer Park, Education Week</i>	East
XI-C	C-Prime for Improvement Across the Board <i>Robert Runcie, Chicago Public Schools</i>	Chinese
XI-D	Data Standards: Demonstrating Accountability for School Library Media Programs <i>Marilyn Shontz, Rowan University</i>	South Carolina
XI-E	Technology Data Collection Headaches? <i>Lenny Sweeney, Pennsylvania Department of Education</i>	Virginia
XI-F	Feedback and Suggestions on PBDMI: Working Session with State Partners <i>Patrick Sherrill, U.S. Department of Education</i>	New York
XI-G	Aligning Data Collection and Reporting on No Child Left Behind Accountability and Key State Education Policy Studies <i>Lori Cavell, Andra Williams, and Carla Toye</i> <i>Council of Chief State School Officers</i>	Rhode Island
XI-H	2000 School District Special Tabulation Data and Its Web Site (Part II) <i>Tai Phan, National Center for Education Statistics</i> <i>Joe Collins, Pinkerton Computer Consultants</i>	Pennsylvania

# **Summer Data Conference Exhibition Descriptions**

**Washington, DC  
July 28–30, 2004**

**<http://nces.ed.gov/conferences>**

**National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education**



## **NCES Forum and Summer Data Conference Exhibition Descriptions**

### **NCES Handbooks Online: One-on-One Tutorials**

Mary Anne Kirkland and Nzinga Damali-Cathie, *Council of Chief State School Officers*

The National Center for Education Statistics Handbooks Online has been available for almost a year. The student, staff, and education system (school, local education agency, intermediate educational unit, and state education agency) handbooks can be searched from one central database and there are plans to integrate additional information into the system in the very near future. Tutorials will be offered to assist users in effective approaches to searching the database, so as to address needs specific to an individual's situation. Also, there will be an opportunity to preview some of the revisions being implemented in the new version of Handbooks Online. Come by during our regular open hours for a database introduction or refresher; or if another time would be more convenient, just stop by to schedule an appointment.

### **Resource-Based Managed Learning Environment and NAEP Database**

Maria Lorna Kunnath, *MLAK EduSoln*

The Resource-Based Managed Learning Environment (RBMLE) advocated in this presentation involves the use of digital resources as a tool and as a scaffold for learning. During use of the digital materials, user performance tied to the user's cognitive ability and learning style are tracked in a database which can then be extracted for user analysis. The challenge lies in linking this wealth of RBMLE User Data with the Common Core of Data (CCD) used in the National Assessment of Educational Progress (NAEP) Database. The presentation-demonstration will show possible ways of integrating these two integral sets of information RBMLE data and NAEP (CCD) data to produce a more complete picture of:

- Student performance and learning gain based on user individual difference, and
- Student performance and learning gain through use of information and communications technologies.

### **Using Schools Interoperability Framework (SIF) for State Reporting**

Gay Sherman, *Computer Power Solutions of Illinois*  
Judith Barnett, *Central Susquehanna Intermediate Unit*

This demonstration shows how SIF-Connect Suite tools can be used to request data in real time from various software applications for the purpose of state reporting.

## **State-Level Data Collection and Reporting with Schools Interoperability Framework**

Steve Curtis, *Edustructures*

Linda Tjaden, *Pearson Educational Measurement*

This presentation will provide an overview and demonstration of state-level data collection and reporting solutions based on the Schools Interoperability Framework (SIF). The SIF Association has recently approved new vertical reporting objects in the 1.5 version of the specification. We will explore how those objects work in the real world and provide a demonstration of integrating district Student Information Systems data with a state student data warehouse and reporting system.

## **ODBC and Data Transfer**

William Murphy, *Pennsylvania Department of Education*

Microsoft supports the Open DataBase Connectivity (ODBC) standard for data transfer. Unfortunately there has been very little commercial development of the protocols to broaden its use beyond programmers. Sample routines for exchanging data between Access, SPSS, XML, and Excel files will be demonstrated on request.

## **eScholar: Complete Data Warehouse Solution for K-12 Education in LEAs and SEAs**

Ronald Streeter, Shawn Bay, and Wolf Boehme, *eScholar*

eScholar provides the basis for a robust decision support system and includes all the tools and procedures necessary to standardize and cleanse data, resulting in a powerful and flexible data warehouse. It provides the ability to integrate 32 categories (domains) of data including student demographics and attributes, attendance, standardized test results, discipline infractions, staff demographics and attributes, professional development, finance, transportation, and special education. Once in the data warehouse, these data can be accessed through our own reporting tools, Vista Express and Vista Advance, or through third party tools such as SPSS, COGNOS, Hyperion, SchoolNet, and SAS.

Stop by our table and find out how eScholar products can help your district or State meet all the reporting requirements of the No Child Left Behind Act (HR 1).

If you would like to learn more about what education data warehousing is, what it can do for you, and how you can get started, be sure to ask about our Data Warehouse Readiness Workshop.

## **Next Generation Grant Management Solutions**

Maribeth Sturgeon, *The Innovation Group/MTW*

Since 1997 The Innovation Group/MTW (TiG/MTW) has been a leader in the development of Internet-based grant management systems. State departments of education throughout the country are leveraging our grant knowledge and dynamic grant design tools to build automated entitlement and discretionary grant solutions that empower states to electronically manage grants from the application/data collection phase through the approval, payment, and expenditure reporting process.

With proven grants process improvement capabilities and solid information technology and project management skills, clients refer to TiG/MTW as the “2 for 1 Solution Provider”. Stop by and learn how our flexible system can SAVE YOU TIME AND MONEY.

## **Data Online Means No Data Left Behind**

Anne-Marie Vinet and James Wing, *Beyond 20/20*

With Beyond 20/20, you can get your school, district, and state education statistics into the hands of those who need it – quickly and efficiently. Our web-based data dissemination software solutions are dynamic and user-friendly. You can rapidly publish all of your education-related statistics online. Data users can access, visualize, and analyze multidimensional data, without technical training.

Learn more at Beyond 20/20’s demonstration table at the NCES Forum and Summer Data Conference.

## **ESP Solutions Group**

Mark Johnson, *ESP Solutions Group*

ESP Solutions provides its clients with extraordinary insight into K-12 education data systems and psychometrics. The ESP team is comprised of industry experts who pioneered the concept of “data-driven decision making” in the 1980’s and now help optimize the management of federal, state, and local education agencies.

ESP personnel have advised all 52 state-level education agencies as well as the U.S. Department of Education on the practice of K-12 school data management. ESP is regarded as a leading expert in understanding the data and technology implications of the No Child Left Behind Act (NCLB), Performance-Based Data Management Initiative (PBDMI), and the Schools Interoperability Framework (SIF).

The company is launching a suite of software products for state and local education agencies this fall.

### **OTIS: The Illinois Online Teacher Information System**

Dean Hupp, *Hupp Information Technologies*

This demonstration will highlight the Administrator and Educator portals of the Illinois State Board of Education (ISBE)'s Online Teacher Information System (OTIS) that was developed by Hupp Information Technologies.

The Administrator Portal allows district administrators to easily access educator credentials for purposes of identifying, managing, and evaluating teacher placements, including confirmation of the positions for which teachers are No Child Left Behind (NCLB) highly qualified. The Educator Portal allows teachers to confirm their credentials, register and renew their certificates, apply for new certificates, request duplicates, and confirm the positions for which they are NCLB highly qualified. The demonstration will conclude with an overview of how the convenience of electronic submission and credit card (e-commerce) payments have greatly improved our ability to meet the needs of Illinois district administrators and teachers.

### **RISO Automated Assessment: Enhancing Existing Resources to Create Visionary Data Environments**

Les Davis, *RISO*

RISO's Education Team, together with technical and educational experts, has developed assessment software that creates statistical test reports within minutes for educational stakeholders. The implementation process for this unique and comprehensive application of data supported decision making can be explored with members of our technical and educational team.

### **SchoolNet Solutions**

Alvin Crawford and Janet Pinto, SchoolNet

SchoolNet delivers to district administrators and educators a technology platform that enables and simplifies district-wide data analysis and reporting; comprehensive benchmark testing; standards-based curriculum and instructional management; access to interactive course materials; web-based communication and collaboration; and centralized data integration and management. SchoolNet's Unifying Technology Platform built on an open architecture, content-neutral philosophy, offers five primary solutions: accountability, assessment, curriculum, instruction and community outreach.

SchoolNet will demonstrate these powerful solutions.



# **Summer Data Conference Session Descriptions**

**Washington, DC  
July 28–30, 2004**

**<http://nces.ed.gov/conferences>**

**National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education**



## NCES Forum and Summer Data Conference Session Descriptions

Wednesday, July 28

### **KEYNOTE SPEECH: Using School Data to Improve Student Achievement Using the JFTK Model**

Michael Hudson, *National Center for Educational Accountability*

Michael Hudson, President of the National Center for Educational Accountability and Just for the Kids (JFTK), will address the overall mission of connecting school data to student improvement. JFTK publishes school data charts, conducts data-driven best practice investigation, and works with states and schools to implement these best practice findings.

Mr. Hudson is a Texas native, graduate of the U.S. Military Academy and University of Texas Law School, and Vietnam Veteran. He began as Director of Public Affairs for the University of Texas System responsible for legislative and congressional representation. He served as Staff Counsel to the Texas Senate Education Committee and as Chief of Staff and Subcommittee Director in the U.S. Congress. Mr. Hudson formed numerous state offices and grassroots coalitions for national organizations working successfully on education reform, access to health care and ballot initiatives. He is also owner of Michael Hudson Strategic Services, specializing in grassroots organizing, media campaigns and event production and management. He joined Just for the Kids in 2001.



## NCES Forum and Summer Data Conference Session Descriptions

**Wednesday, July 28**

**CONCURRENT SESSION I**  
**2:30 – 3:20**

### **A Comparable Wage Index of School District Costs**

**Session I-B**

**East**

**Wednesday, July 28, 2:30 – 3:20**

Lori Taylor, *Bush School of Government, Texas A&M University*

Educational dollars don't go quite as far in some parts of the country as they do in others. Such inequalities in purchasing power complicate cross-state comparisons of school finance, and undermine the equity and adequacy goals of school finance formulas within states.

One attractive mechanism for addressing such concerns is the Comparable Wage index. A Comparable Wage index reflects systematic, regional variations in the salaries of workers who are not educators. Because education is such a labor-intensive industry, such wage variations represent the lion's share of variations in school purchasing power.

This analysis explores the feasibility of developing a comparable wage index from Census and OES Data.

### **Decision Support Systems: A 12-Step Program**

**Session I-E**

**Virginia**

**Wednesday, July 28, 2:30 – 3:20**

Lucian Parshall, *Retired, Michigan Department of Education*

Madalyn Quinlan and Bill Hallinan, *Montana Office of Public Instruction*

Bruce Bull, *Oregon Department of Education*

John Hunter, *Intelligence Consulting*

The Office of Public Instruction in Montana issued a contract to Intelligence Consulting (Salem, OR) to design a step-by-step procedure that would use a single student record system to better support their decision making and policy development. Other deliverables include a comprehensive online meta data dictionary, an online survey of local district student management systems, and a warehouse data model. This presentation will cover the 12 steps needed to create a statewide decision support system and time permitting, a view of the other deliverables. Twelve-step material will be made available to participants on a CD.

## Session Descriptions

### Wednesday, July 28

#### Knowledge Transfer Session: Standards for Reporting Assessment Results (Part I)

##### Session I-F

New York

Wednesday, July 28, 2:30 – 3:20

Glynn Ligon, *ESP Solutions Group*

Jack Grayson, *American Productivity and Quality Center*

Kristin Arnold, *Edvance*

Want to be certain that your state’s assessment results are reported in the best format to ensure proper interpretation and use—and to meet Adequate Yearly Progress (AYP) requirements? This knowledge transfer session will involve the participants in an active review and critique of assessment reporting standards developed from extensive interviews and review across the states. Standard report templates will be provided with the contents linked to Schools Interoperability Framework (SIF), Performance-Based Data Management Initiative (PBDMI), and AYP elements. Each template is rated for its intended audience, purpose, and six other characteristics. Participants will receive a rating format for their own state reports.

#### Partnering for Success through the Use of Data: Data 101-102-103 for Educators

##### Session I-G

Rhode Island

Wednesday, July 28, 2:30 – 3:20

Leigh Burgess, *Lakota Local School District*

This session will describe how the eighth largest school district in Ohio created data analysis courses for its administrators, staff, teachers, and community. The courses were created through a partnership of central office staff and building leadership. In a growing district of 16,800 students it was essential for Lakota to analyze, understand and communicate education data to all members of its community. Using many resources, including scientifically-based research, three courses were created—Data 101-102-103. The courses begin with the basics of data analysis and progress to advanced statistics and research practices. The outcome of partnering with data has been increased ownership and understanding of the district, building, and classroom data as well as increased achievement scores on statewide assessments with regard to No Child Left Behind. This session will describe the components of the courses and describe the processes needed to create the courses in any district.

## Session Descriptions

**Wednesday, July 28**

### **Florida's Return on Investment Web Site**

**Session I-H**

**Pennsylvania**

**Wednesday, July 28, 2:30 – 3:20**

Lavan Dukes and Linda Champion, *Florida Department of Education*

In response to the Legislature and the State Board of Education, Florida Department of Education staff conceived, developed, and programmed a school- and district-based Return on Investment web site. The site provides comparisons between total costs at the school level and achievement gains of students at the school. This session will demonstrate the web site and all facets of its development.

## Session Descriptions

**Wednesday, July 28**

### **CONCURRENT SESSION II**

**3:30 – 4:20**

#### **Fiscal Stress and Voluntary Contributions to Public Schools**

##### **Session II-B**

**East**

**Wednesday, July 28, 3:30 – 4:20**

Jennifer Imazeki, *San Diego State University*

Eric Brunner, *Quinnipiac University*

In the wake of school finance reforms that limit local tax revenue and, more recently, state budget cuts that have threatened K-12 education spending, an increasing number of schools and school districts have appealed to parents and communities for voluntary contributions to augment school resources. Of course, not all schools benefit equally from these contributions, leading to a common concern that voluntary contributions create inequities in school funding across communities. In this paper we examine the size and distribution of voluntary contributions to California's K-12 public schools in 2001. We explore how the characteristics of those schools that have been most successful in raising voluntary contributions differ from other schools and consider one potential explanation for why the use of voluntary contributions is not more widespread.

#### **Forum Guide to Education Indicators**

##### **Session II-D**

**South Carolina**

**Wednesday, July 28, 3:30 – 4:20**

Steven King, *Wyoming Department of Education*

Lee Hoffman, *National Center for Education Statistics*

Tom Szuba, *Education Research Consultant*

This session will provide an overview of the *Forum Guide to Education Indicators*, a product of the Education Indicators Task Force of the National Forum on Education Statistics. The *Guide*, which is in its final stages of development, focuses on indicator definitions, calculations, and use as commonly applied in elementary and secondary education institutions across the nation. More specifically, the document describes the appropriate role of indicators as tools for measuring educational status and progress, establishes standard definitions and calculations for common education indicators, and identifies common misuse and misinterpretation of specific indicators. Participant feedback will be encouraged.



## Session Descriptions

### Wednesday, July 28

#### Enabling SEA/LEA Data-Driven Decision Support: A Consortial Solution

##### Session II-E

Virginia

Wednesday, July 28, 3:30 – 4:20

Richard Kesner, *CELТ Corporation*

Tim Webb, *Tennessee Department of Education*

Nancy Resch, *New Jersey Department of Education*

Robert McGrath, *Pennsylvania Department of Education*

Local Education Agency Representative

In 2003, the Council of Chief State School Officers (CCSSO) and CELТ Corporation established the Decision Support Architecture Consortium (DSAC). The Consortium offers members technical assistance in developing data-driven decision support systems, including: the provision of a high quality data architecture; the ability to group DSAC solutions sets around cross-state issues; and policies, processes, staffing, and funding models that focus on the effectiveness of data systems in helping educators and policymakers address educational priorities such as turning around low performing schools and improving student achievement. Three state education agency representatives will describe their respective state decision support efforts and how the Consortium has helped them ensure positive outcomes and lower costs in the delivery of decision support systems.

#### Knowledge Transfer Session: Standards for Reporting Assessment Results (Part II)

##### Session II-F

New York

Wednesday, July 28, 3:30 – 4:20

See Session Description I-F

#### SETDA's Common Data Elements Initiative—Building Upon the Technology in Schools Handbook

##### Session II-G

Rhode Island

Wednesday, July 28, 3:30 – 4:20

Mary Ann Wolf, *State Educational Technology Directors Association*

Joyce Faye White, *Virginia Department of Education*

In 2002 the State Educational Technology Directors Association (SETDA) utilized the Forum's Technology in Schools Handbook to develop a set of Common Data Elements (CDE) and framework addressing the integration of technology. Since then, SETDA has developed instruments at the state, district, building, and classroom levels based upon the CDE. SETDA will share the development process and potential uses of the assessments for educational technology in the states.

## Session Descriptions

**Wednesday, July 28**

### **DISTRICTS AND ISBE WIN WITH eGMS (Grants)! What We Learned Along the Way**

#### **Session II-H**

**Pennsylvania**

**Wednesday, July 28, 3:30 – 4:20**

Dennis Powell and Scott Norton, *Illinois State Board of Education*  
Randy Arnold, *The Innovation Group/MTW*

The Illinois State Board of Education and its consulting partner, The Innovation Group/MTW, successfully rolled out our Electronic Grant Management System (eGMS) to nearly 900 Illinois school districts on May 26, 2004.

You have seen demonstrations of eGMS at previous conferences, including our eGrant Submission and eGrant Designer tools. We have kept you informed of our progress throughout this 18-month-long project.

Now, come listen to lessons we have learned in areas such as implementing process change, business focused requirements definition, data standardization, internal/external communication, project management, risk assessment, issue resolution, training, testing, and system implementation.

These tips may SAVE YOU TIME AND MONEY when you initiate your next large project.

## Session Descriptions

**Wednesday, July 28**

### **CONCURRENT SESSION III**

**4:30 – 5:20**

#### **Impact of School Finance Reform on Resource Equalization and Academic Performance: Evidence from Michigan**

##### **Session III-B**

**East**

**Wednesday, July 28, 4:30 – 5:20**

Joydeep Roy, *Princeton University*

Michigan radically altered its school finance system in 1994, somewhat unexpectedly and without the intervention of any court. The new plan called Proposal A, significantly increased state aid to the lowest spending districts. Using panel data on school districts in Michigan and in neighboring Indiana and Ohio, the impact of Proposal A on distribution of resources and educational outcomes was investigated. This paper offers the first detailed look at the effectiveness of a legislature-led school finance reform. Proposal A was successful in reducing inter-district spending disparities. There are also significant gains by the beneficiary districts in state-mandated tests, though as yet these do not show up in national tests.

#### **Measuring What Matters—Refocusing Educational Data-Driven Initiatives**

##### **Session III-D**

**South Carolina**

**Wednesday, July 28, 4:30 – 5:20**

Thomas Saka and Keith Kameoka, *Hawaii Department of Education*

Recent technological advances in the collection and reporting of information have created education-related initiatives such as data-driven decision making and weekly digital dashboards. The ability to capture and process data is quickly exceeding the ability to extract usable information. The situation is further complicated when data collected for national accountability purposes is forced upon schools as drivers of implementation of instructional services. The initial findings of an effort to develop an information architecture from the perspective of the school and the view of state/national data initiatives will be discussed.

#### **Best Practices for School Improvement: Data in Action**

##### **Session III-E**

**Virginia**

**Wednesday, July 28, 4:30 – 5:20**

Chris Caudullo, *National Center for Education Accountability*

This presentation will examine how the use of data has led to the study of best practices within three levels: district, school, and classroom. A discussion of the differing data needs (with different tests and populations) and analyses for elementary, middle, and high schools will lead into an in-depth conversation about sustained high performing schools and the studies of the best practices of those schools.

## Session Descriptions

### Wednesday, July 28

#### Knowledge Transfer Session: Standards for Reporting Assessment Results (Part III)

##### Session III-F

New York

Wednesday, July 28, 4:30 – 5:20

See Session Description I-F

#### Building a Relational Report Card Database and Improving the Use of Education Statistics

##### Session III-G

Rhode Island

Wednesday, July 28, 4:30 – 5:20

Quansheng Shen, Lisa Brunetto, and Doug Moore, *New Jersey Department of Education*

School report card data has become an important component of the performance-based accountability system. The demands by various education stakeholders for more—and more easily accessible—information, and various federal requirements constitute new challenges to the states' report card programs. This year New Jersey redesigned its report card based on the standards and principles of relational database models. The new design is more streamlined and easier to use. This presentation will discuss the general principles of the relational database model, compare the original and new designs, and demonstrate how the new database improves the use of our state's elementary and secondary education statistics.

#### California's Statewide Student Identifier—The Challenge—The Process

##### Session III-H

Pennsylvania

Wednesday, July 28, 4:30 – 5:20

Jan Langtry and Martha Friedrich, *California School Information Services*

As a part of California's No Child Left Behind (NCLB) compliance plan, every K-12 student is being assigned an individual, non-personally identifiable student number. California School Information Services (CSIS), the agency responsible for the assignment, has assigned 4 million+ identifiers to date; 6.5 million students are projected to be assigned identifiers by June of 2005. The process, the challenges, and how California plans to maintain and use this identifier will be covered in this session.

## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION IV**

**8:30 – 9:30**

#### **Creating Visionary Data Environments by Enhancing Existing Resources: In the Spirit of Leaving No Child Behind**

##### **Session IV-A**

**Senate**

**Thursday, July 29, 8:30 – 9:30**

Roger Young, *Manchester Essex Regional School District*

Bethany Silver, *Hartford Public Schools/Central Connecticut State University*

If your goals are to acquire system-wide classroom assessment data; compile historical performance data; compare historical data to current student performance; or empirically describe the contribution various instructional programs make to learner understanding, as demonstrated on high stakes assessments, while simultaneously and strategically addressing No Child Left Behind (NCLB) requirements, and keeping costs down, then you need to see what is happening in a financially challenged, low performing urban school district in Connecticut.

#### **Impact of Voucher Design on Public School Performance: Evidence from Florida and Milwaukee**

##### **Session IV-B**

**East**

**Thursday, July 29, 8:30 – 9:30**

Rajashri Chakrabarti, *Cornell University*

This paper argues that voucher design matters, and differences in designs affect public school incentives differently. It analyzes two voucher programs in the U.S. The Milwaukee program suddenly made low income students eligible for vouchers. The Florida program is a “threat of voucher” program—schools getting an “F” grade are exposed to the threat of vouchers but do not face vouchers unless they get a second “F” within the next three years. Using pre- and post-program data and a difference-in-differences estimation strategy, the paper establishes that the Florida program has led to a significant improvement of the treated schools which by far exceeds the corresponding improvement in Milwaukee.

#### **Education Data Exchange Network: Planned Events 2004 through 2006**

##### **Session IV-C**

**Chinese**

**Thursday, July 29, 8:30 – 9:30**

Hugh Walkup, *U.S. Department of Education*

The Performance-Based Data Management Initiative completed its pilot last year and is running its first full collection in November 2004. This session outlines the stages over the next two years that will turn the “initiative” into a fully operational Education Data Exchange Network.

## Session Descriptions

**Thursday, July 29**

### **How to Use the School District Demographics Web Site Effectively (Part I)**

#### **Session IV-D**

**South Carolina**

**Thursday, July 29, 8:30 – 9:30**

Tai Phan, *National Center for Education Statistics*  
Bettie Landauer-Menchik, *Michigan State University*

All participants in this session will receive a hot-off-the-press copy of the Guide to Using School District Demographics for School Effectiveness. The National Center for Education Statistics' School District Demographics (SDD) can be used to understand the changing demographics within a district over time; to understand background demographics on the children and families within a district and also between schools; to allocate financial resources between buildings in a district based on need and programs; to apply for grants; and to plan programs that more specifically meet the needs of children and families in school districts.

We will discuss what are the most important tables in SDD and how can these tables be analyzed in Excel and presented as charts and graphs. We will also discuss how a building profile can be developed for individual schools. This will be a very hands-on session.

### **Fox Chapel's Education Data Warehouse: Year One**

#### **Session IV-E**

**Virginia**

**Thursday, July 29, 8:30 – 9:30**

Ronald Streeter, *eScholar*  
Norton Gusky and J.R. Deer, *Fox Chapel Area School District, Pennsylvania*

The Fox Chapel Area School District began its move toward data-driven decision making in 2002. As part of its implementation stage the District has just completed the rollout of the eScholar Complete Education Data Warehouse. During the 2002-2003 school year, the District defined all of the data types necessary to examine student learning. So far, the district has loaded two years of state and district assessment data and three years of student, attendance, course, grades, and staff data. During the 2003-2004 school year, the District focused on developing Learning Teams at the six building sites and introducing the concept of data-driven decision making to all staff members. As part of the first phase of implementation, District and school administrators are being trained in how to use eScholar Vista reporting and analysis tools to meet the requirements of No Child Left Behind and state reporting; and make decisions concerning educational programs at the district, school, and even student levels. This session will discuss the challenges and successes of the data-driven decision making process, as well as the district's vision as it continues to build its data warehouse.

## Session Descriptions

### Thursday, July 29

#### The NEW NAEP Data Analyst

##### Session IV-F

New York

Thursday, July 29, 8:30 – 9:30

Jeff Jenkins, *Educational Testing Service*

This session introduces the new National Assessment of Educational Progress (NAEP) Data Analyst (NDA)—the next generation of online, on-the-fly analysis and reporting of student-level NAEP data.

In 2000, the National Center for Education Statistics released the current NAEP Data Tool (NDT)—a vast database of pre-computed results spanning 7 subjects and 3 grades from 1990 to the present. In 2004, NAEP will release the next generation of this important tool, NDA. NDA allows users to easily create complex (or simple) tables and graphics from over 4600 questions asked by NAEP over the years. In addition to advanced formatting capabilities, NDA also allows collapsing categories of variables and combining jurisdictions to create custom regions. Lastly, we've incorporated advanced statistical capabilities including significance testing and regression analysis.

NDA will continue to drive all web- and print-based reporting needs, as well as feed data to other applications such as the State Profiles and NAEP Questions Tool.

We invite you to join us for a demonstration and discussion of this significant new capability for NAEP.

#### Building the Next Generation Metadata Facility: Implications for NCES (Part I)

##### Session IV-G

Rhode Island

Thursday, July 29, 8:30 – 9:30

Glenn Ponas and Elbert Yaworsky, *Pittsburgh Public Schools*  
Ken Sochats, *University of Pittsburgh*

Pittsburgh Public Schools (PPS) in partnership with the Visual Information Systems Center of the University of Pittsburgh has initiated an effort to create the next generation metadata management facility for integrating National Center for Education Statistics (NCES), State, and local standards for school data within the PPS Seamless Educational Enterprise™ environment. The issues encountered and lessons learned from the development and use of the MetaData Facility and the development and integration of the MetaData Facility into PPS's operational environment will be covered. We will also discuss the implications of the MetaData Facility implementation as a best practice for informing the NCES Standards development process.

## Session Descriptions

**Thursday, July 29**

**State Assigned Student IDs: Oh, the Places We'll Go!**

**Session IV-H**

**Pennsylvania**

**Thursday, July 29, 8:30 – 9:30**

Judy Brown and Jan Rose Petro, *Colorado Department of Education*

Two years after development and implementation, Colorado has seen numerous benefits of having a student identifier system. State IDs have also created challenges with a constant barrage of requests for reporting, adding enhancements for various collections and maintaining privacy.

The session will address how the state uses its student ID system to identify duplicate funding across district boundaries and improve accuracy of data reported locally and nationally. There have been requests for access to our system by other agencies and we'll explain why they were denied. The ongoing list of enhancements and features continues to grow for the places we'll go.



## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION V**

**9:45 – 10:45**

#### **The Common Core of Data: What It Is and Where To Find It**

**Session V-A**

**Senate**

**Thursday, July 29, 9:45 – 10:45**

Jennifer Sable, *Education Statistics Services Institute*

John Sietsema, *National Center for Education Statistics*

The Common Core of Data (CCD) is an annual data collection from state education agencies that collects data on all public schools and districts. This session will explain what the CCD is, how the data are collected, what data are available, and how you can access all of this information. Details about the history of the CCD, data collection processes, and the CCD web site will be covered.

#### **Resource Adequacy Study for the New York State Commission on Education Reform**

**Session V-B**

**East**

**Thursday, July 29, 9:45 – 10:45**

Martin Hampel, *Standard and Poor's*

In March 2004, Standard and Poor's School Evaluation Services (SES) published a "Resource Adequacy Study for the New York State Commission on Education Reform" to assist the Commission's deliberations in determining the cost of a sound basic education. This presentation will discuss the study's methodology and results. It will also provide an overview of SES's recent methodological research activities.

## Session Descriptions

### Thursday, July 29

#### Using SIF for Vertical Reporting (Part I)

##### Session V-C

Chinese

Thursday, July 29, 9:45 – 10:45

Vicente Paredes, *ESP Solutions Group*  
Larry Fruth II, *Schools Interoperability Framework*  
Judith Barnett, *Central Susquehanna Intermediate Unit*  
Alex Jackl, *IMS Global Learning Consortium*  
Ronald Streeter, *eScholar*

States are examining the Schools Interoperability Framework (SIF) as a method for reporting information from one education entity to another, especially from districts to the state. SIF offers the ability to automate the exchange in a way that supports, among other things, data quality, timeliness of information, security, and decision support.

This session will provide an update of the latest developments concerning SIF Vertical Reporting. Issues such as student transcripts and student locator XML objects will be discussed. Also, an overview of issues and best practices surrounding the implementation of SIF in moving information from districts to the state will be provided.

#### How to Use the School District Demographics Web Site Effectively (Part II)

##### Session V-D

South Carolina

Thursday, July 29, 9:45 – 10:45

See Session Description IV-D

#### Data-Driven Decision Making for Special Education Leaders in Maryland

##### Session V-E

Virginia

Thursday, July 29, 9:45 – 10:45

Elaine Urbanski and John Castellani, *Johns Hopkins University Center for Technology in Education*

The Maryland State Department of Education (MSDE), Division of Special Education Early Intervention Services was awarded an Individuals with Disabilities Education Act (IDEA) General Supervision Enhancement Grant from the U.S. Department of Education. MSDE partnered with the Johns Hopkins University Center for Technology in Education to direct the project of linking the separate Part C (birth – age 3) and Part B (ages 3-21) databases.

MSDE staff and local leaders access data, analyze services provided to children, study children's progress over time, and make valid decisions. This workshop will focus on how the new BC Data System is utilized by MSDE staff, Directors of Special Education, Local Infants and Toddlers Directors, and other local leaders.

## Session Descriptions

### Thursday, July 29

#### **TEDA: Teacher Evaluation Data Assessment**

**Session V-F**

**New York**

**Thursday, July 29, 9:45 – 10:45**

Toni Elitharp, *Virginia Tech*

TEDA (Teacher Evaluation Data Assessment), a database management program, utilizes and facilitates recording and analyzing teacher evaluation data. Special queries are designed to select, sort, and organize data. Using TEDA, the researcher can directly enter field data and code all or part of the source data so that chunks of data can be identified, retrieved, isolated, grouped and regrouped for analysis. TEDA converts teacher evaluation data into useful information for improved planning of professional development activities. Based on the input of individual scores from a teacher evaluation tool, the data are generated into reports that reflect the percentage of teachers scoring within each ranking on the assessment. The focus of the report is to accentuate information for a “needs assessment” in order to develop effective professional and staff development activities.

#### **Building the Next Generation Metadata Facility: Implications for NCES (Part II)**

**Session V-G**

**Rhode Island**

**Thursday, July 29, 9:45 – 10:45**

See Session Description IV-G

#### **The Iowa Student Identification/Locator System: From Conception to Reality**

**Session V-H**

**Pennsylvania**

**Thursday, July 29, 9:45 – 10:45**

Leland Tack and Shawn Snyder, *Iowa Department of Education*

Glynn Ligon, *ESP Solutions Group*

Shawn Bay, *eScholar*

To meet the needs of state and federal reporting requirements, the Iowa Department of Education has implemented the Iowa Student Identification/Locator System (ISI/LS) that will assign each public school student in Iowa a unique ID that will follow that student throughout his/her public school career in Iowa. Iowa worked with ESP Solutions Group and eScholar to develop the ISI/LS. An RFP was released in October of 2003 and the vendor was chosen in December 2003. The Iowa Department of Education and ESP/eScholar worked very diligently to have the system completely operational by the start of the 2004-2005 school year. This session will discuss the successes and problems that occurred along the way.

## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION VI**

**11:00 – 12:00**

#### **NCES-CCD-Build-a-Table Tool: NEW UPDATES**

##### **Session VI-A**

**Senate**

**Thursday, July 29, 11:00 – 12:00**

Carl Schmitt and John Sietsema, *National Center for Education Statistics*

The National Center for Education Statistics has developed a tool to query all Common Core of Data (CCD) data files on the web. The amount of CCD data included has been expanded this year, and now, data for 1986 through 2002 can be accessed simultaneously. The CCD data files [School, School District, School District Fiscal (F-33), State Fiscal, and State Nonfiscal] can all be accessed as part of an integrated relational database. Also, as each new year of data is released, it will be added, expanding the possibilities for the longitudinal analysis of school, school districts, and state education agencies, metropolitan statistical areas, and counties.

This presentation will demonstrate some of the interesting kinds of information that can be obtained by using this Build-a-Table tool. It is possible to get a large listing, develop a specifically tailored peer analysis, or develop data to be used for publication about various aspects of public education.

#### **How Teacher Preferences Disadvantage Urban Schools**

##### **Session VI-B**

**East**

**Thursday, July 29, 11:00 – 12:00**

Jim Wyckoff, *State University of New York at Albany*

Urban schools face enormous challenges in preparing students. Some of these challenges reflect the preparation and aptitude of students and some reflect the resources available in urban school districts. Regardless of these factors, the preferences of teachers play an important role. We examine the nature of the challenge that urban schools face in attracting and retaining qualified teachers. Based on this understanding, we explore some policy options available to urban schools to improve the quality of teaching.

## Session Descriptions

### Thursday, July 29

#### Using SIF for Vertical Reporting (Part II)

##### Session VI-C

Chinese

Thursday, July 29, 11:00 – 12:00

Vicente Paredes, *ESP Solutions Group*  
Judith Barnett, *Central Susquehanna Intermediate Unit*  
Steve Curtis, *Edustructures*  
Gay Sherman, *Computer Power Solutions of Illinois*

See Session Description V-C

#### How to Use the School District Demographics Web Site Effectively (Part III)

##### Session VI-D

South Carolina

Thursday, July 29, 11:00 – 12:00

See Session Description IV-D

#### Data Really Does Inform Instruction

##### Session VI-E

Virginia

Thursday, July 29, 11:00 – 12:00

Elbert Yaworsky, *Pittsburgh Public Schools*

Pittsburgh, an urban school district, has developed a technology infrastructure, data warehousing system, and acquired decision support tools that link to instruction in order to serve over 35,000 students. Currently, the district is using a web-based business intelligence tool to enable school and central-office personnel to make quality data-driven decisions to improve instructional and organizational practices. The district uses the tool to produce consistently formatted student listings and summary reports and graphs that monitor the progress of individual students and the progress of groups of students, particularly those groups identified in the No Child Left Behind legislation. Further, the district uses the tool to monitor the quality of the implementation of key programs at each of its schools.

Lessons learned through this process will be discussed including the importance of securing buy-in from key stakeholders, providing professional development and securing adequate financing. An online demonstration of the Pittsburgh's current solutions will also be displayed.

## Session Descriptions

**Thursday, July 29**

### **Student Technology Usage Viewed through Different Data Lenses**

**Session VI-F**

**New York**

**Thursday, July 29, 11:00 – 12:00**

Joette Stefl-Mabry and Leslie Wood, *State University of New York at Albany*

Greg Partch, *Hudson Falls Central School District*

Berj Akian, *ClassLink Technologies*

The creation of a culture that embraces the practical uses of data to improve education is the promise of the future. This presentation explores preliminary student technology usage data in a K-12 district that has recently deployed a ClassLink system using thin client technology district wide. ClassLink's approach, leveraging thin client technology, provides software applications to networked workstations connected to a central server. The system can record statistical snapshots of what, where, when, and by whom technologies are being used. This technology, coupled with a robust student information system, provides an innovative way to examine the impact and value of technology on student performance and program success.

### **PBS Surveys—A Web Application for Survey Data Collection and Self-Management of Positive Behavior**

**Session VI-G**

**Rhode Island**

**Thursday, July 29, 11:00 – 12:00**

Joseph Boland, *University of Oregon*

School-wide positive behavior support (PBS) is an effective approach for reducing incidents of violent and disruptive behavior in schools, resulting in a healthier social climate and improved academic performance. Teams responsible for PBS implementation and maintenance rely on checklists, surveys, and other data collection instruments to monitor and evaluate progress. The PBS Surveys web application enables team members and other school staff to complete questionnaires and analyze results quickly from any location with a web browser. Longitudinal and snapshot views of data are provided along with tabular reports. Site access is controlled through a log-in process requiring a school account.

## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION VII**

**1:30 – 2:30**

#### **Exit Codes: Tracking Dropouts and Completers**

##### **Session VII-A**

**Senate**

**Thursday, July 29, 1:30 – 2:30**

Tara McLarnon, *Council of Chief State School Officers*

Lee Hoffman, *National Center for Education Statistics*

Wes Bruce, *Indiana Department of Education*

Gerard Rainville, *Education Statistics Services Institute*

With No Child Left Behind (NCLB) reporting requirements for high school graduation rates, many states are moving toward student-level dropout and completion data collection systems. Exit codes used for tracking students who leave a system are a key part of those data systems. This session will look at exit codes and how they are used by states in reporting graduation and dropout rates. Included in the presentation will be a preliminary report of the National Center for Education Statistics Forum Exit Codes Task Force. Under this project, exit codes have been collected from over 40 states and cross-walked into six broad categories defined by the Task Force. In addition, presenters will discuss how variations in available state exit codes may affect the accuracy of dropout counts.

#### **A Cost Allocation Model for Shared District Resources: Methods and Results**

##### **Session VII-B**

**East**

**Thursday, July 29, 1:30 – 2:30**

Larry Miller (presenter) and Marguerite Roza, *University of Washington*

Claudine Swartz, *Research Consultant*

Recent policy has made schools the focus of accountability efforts. However, under current district budgeting practices education spending is not fully accounted for by school budget reports. Schools receive many shared centrally controlled resources, including itinerant teachers, special programs, and services targeted at student needs, which can be important drivers of variation in school spending. This paper presents a school level cost allocation model for shared district resources. Application of the model in Denver finds that shared resource allocations increase school budgets by nearly 25 percent and makes clear important variations in spending not captured by school budgets.

## Session Descriptions

### Thursday, July 29

#### Pennsylvania's New SIF Vertical Reporting Project

##### Session VII-C

Chinese

Thursday, July 29, 1:30 – 2:30

Judith Barnett, *Central Susquehanna Intermediate Unit*

Robert McGrath, *Pennsylvania Department of Education*

Gay Sherman, *Computer Power Solutions of Illinois*

The Pennsylvania Department of Education, in partnership with the Central Susquehanna Intermediate Unit, a regional educational service agency, has just completed a new pilot data collection project designed to test the vertical reporting concepts outlined in the Schools Interoperability Framework (SIF) Specification v1.5. The project is the first in the nation to put the suggested SIF vertical reporting choreography and data objects to the test by conducting a student-level data collection from two school districts into a state-level database, from which selected state reports were generated. The session will provide an overview of the project, followed by a question and answer period.

#### Best Schools, Worst Schools: School Performance Measurement in Practice

##### Session VII-D

South Carolina

Thursday, July 29, 1:30 – 2:30

Hella Bel Hadj Amor, *New York University*

While academics and policy analysts scrutinize school performance measurement, the demand for performance indicators is being met in the education marketplace with lists of “Best” and “Worst” schools. We compare four classifications of New York City public schools: the “best” schools identified by the not-for-profit Advocates for Children; those exempted from the Children First curriculum; the Schools Under Registration Review by New York State; and those failing under No Child Left Behind. We explore the characteristics of these schools and look for consensus on what constitutes a “good school.” These classifications ignore resource use efficiency: we compare them to an education production function-based classification. We conclude with implications for policy and school improvement.

#### Private Independent Schools: What Do They Report?

##### Session VII-E

Virginia

Thursday, July 29, 1:30 – 2:30

Monique Rush, *National Association of Independent Schools*

This session will guide you through a tour of what data are collected, and how the data are collected, from private independent schools through StatsOnline, the largest source of independent school data.



## Session Descriptions

### Thursday, July 29

#### OTIS: Illinois' Online Teacher Information System (Part I)

##### Session VII-F

New York

Thursday, July 29, 1:30 – 2:30

Candy Taylor and Dennis Powell, *Illinois State Board of Education*  
Dean Hupp, *Hupp Information Technologies*

This session will highlight the Administrator and Educator portals of the Illinois State Board of Education (ISBE)'s Online Teacher Information System (OTIS).

The Administrator Portal allows district administrators to easily access educator credentials for purposes of identifying, managing and evaluating teacher placements, including confirmation of the positions for which teachers are No Child Left Behind (NCLB) Highly Qualified. The Educator Portal allows teachers to confirm their credentials, register and renew their certificates, apply for new certificates, request duplicates, and confirm the positions for which they are NCLB Highly Qualified. The session will conclude with an overview of how the convenience of electronic submission and credit card (e-commerce) payments has greatly improved our ability to meet the needs of Illinois district administrators and teachers.

#### Teacher Perceptions of the Work Environment in Hard-to-Staff Schools

##### Session VII-G

Rhode Island

Thursday, July 29, 1:30 – 2:30

Elizabeth Glennie, Duke University  
Charles Coble, Education Commission of the States

The Education Commission of the States identified 272 hard-to-staff schools in North Carolina. By incorporating state and federal archival data with teacher survey data, we show that school characteristics and teacher perceptions differ from those in non-designated schools. Hard-to-staff schools have higher percentages of students who are performing below grade level, free-lunch eligible and ethnic minorities. Many hard-to-staff schools are middle schools, and many are in urban areas. Teachers in hard-to-staff schools are less satisfied than their peers with almost every aspect of the working environment.

## Session Descriptions

**Thursday, July 29**

**California State Department of Education's Data Management Improvement Program—Turning Poison Into Medicine**

**Session VII-H**

**Pennsylvania**

**Thursday, July 29, 1:30 – 2:30**

Sonya Edwards, *California Department of Education*

Since April 2002, the California Department of Education (CDE) has been implementing the recommendations of a study of the Department's data management practices. The main effort has been on developing a Data Resource Guide (a catalog of CDE's existing data resource) and common data architecture. With over 2,000 employees, 152 data collections, over 20 divisions and a decentralized approach to data collections, this has been a challenging effort. This presentation will include a demonstration of the Data Resource Guide, a general overview of common data architecture (what it is and how it will lead to standard data), as well as lessons learned.

## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION VIII**

**2:45 – 3:45**

#### **Title I Allocations**

**Session VIII-A**  
**Thursday, July 29, 2:45 – 3:45**

**Senate**

William Sonnenberg, *National Center for Education Statistics*

Title I of No Child Left Behind is the largest single distribution of funds to elementary-secondary education by the federal government (\$12.2 billion). This presentation describes the data and formulas used to determine the Title I allocations to each school district. It will illustrate how the law has changed over time, and provide insights into the policy reasons for the formulas used. It will also provide interesting comparisons and contrasts of various districts and states allocation amounts.

#### **Accountability and Local Control:**

#### **Incentive Response With and Without Authority over Resource Generation and Allocation**

**Session VIII-B**  
**Thursday, July 29, 2:45 – 3:45**

**East**

Susanna Loeb and Katharine Strunk, *Stanford University*

This paper explores the relationship between accountability and local control, as measured by school revenues and expenditures, local citizen governance over revenue-raising, and principal autonomy over school policies. First, the authors ask whether stronger accountability reforms were more likely to be implemented in states that had stronger or weaker local control, and whether accountability increased or decreased this control. The paper then explores the effects of accountability and control on student outcomes and asks whether accountability systems are more or less effective in states with greater or less local control. The authors estimate student achievement gains on National Assessment of Educational Progress (NAEP) match scores at the state level as a function of accountability, control, interactions of accountability with local control, and other measures found to affect student outcomes and accountability.

The authors provide initial evidence on the relationship between accountability and local control. They find that stronger accountability policies were implemented in states with weaker local control as measured by local provision for revenue-raising and union status. They also find that the implementation of stronger accountability corresponds to increases in per pupil revenues and expenditures and to increases in principal-perceived control over school operations. This analysis shows that accountability strength is positively associated with NAEP math scores, even with the inclusion of local control measures. There is also evidence that the effect of accountability is greater when there is greater local control, as is shown by the positive estimates of coefficients on interactions between accountability and local voting provisions and between accountability and principals, perceived control over spending.

## Session Descriptions

### Thursday, July 29

#### SIF Update—New Directions from End-User Needs

##### Session VIII-C

Chinese

Thursday, July 29, 2:45 – 3:45

Larry Fruth II, *Schools Interoperability Framework*

Patrick Plant, *Anoka-Hennepin School District*

Vicente Paredes, *ESP Solutions Group*

This session will provide an overview of the current status of the Schools Interoperability Framework (SIF) initiative including re-organization and new processes to identify end-user needs. Involvement in the development of the SIF Specification is at an all-time high with end users identifying additional features and functionalities required for data interoperability. This session will outline SIF's strategy and new directions to respond to these needs.

#### A Six-State Analysis of NCLB's Adequate Yearly Progress in 2002–2003 Using State Databases

##### Session VIII-D

South Carolina

Thursday, July 29, 2:45 – 3:45

Howard Nelson and Julie Eisenband (presenter), *American Federation of Teachers*

Micah Kubic (presenter), *George Washington University*

No Child Left Behind (NCLB) requires states to define a single measure of Adequate Yearly Progress (AYP) for math and reading that each district, school, and major subgroup of students (e.g., major ethnic, special education and low-income) is expected to meet. The AYP targets increase over time with the goal that all students will become proficient in reading and math in 12 years.

NCLB has generated various lists of schools that did or did not meet state AYP targets and an enormous amount of data for school-level reporting. Though some work has used such data (e.g., in California and Minnesota), few studies have tested whether or not AYP accurately identifies schools in need of improvement or if, as some testing experts have suggested, it merely identifies large, ethnically diverse schools (that have higher chance of tripping over one of the AYP subgroup hurdles) irrespective of achievement levels or growth.

These studies use data for individual schools in Maryland, Massachusetts, New Hampshire, New York, Ohio and Pennsylvania obtained from state web sites or directly from the state department of education. The data are used to study AYP status, proficiency ratings, change in proficiency ratings, safe harbor provisions of NCLB, and the impact of confidence intervals for schools categorized by the size of the school, grades tested, and the number of subgroups. School AYP status, academic proficiency, and the change in proficiency are also examined for subgroups. Charter schools and the Education Trust's "high flyer" schools (high scoring low income and/or minority schools) are compared to the other schools in the state. Finally, the studies identify why several high-scoring failed to meet state AYP targets.

## Session Descriptions

### Thursday, July 29

#### Mining Georgia High School Student Dropout Data

**Session VIII-E**

**Virginia**

**Thursday, July 29, 2:45 – 3:45**

Haoran Lu, *Georgia Department of Education*

This presentation describes a project to mine student data. Using the information collected by the Georgia Department of Education, the project employed three data mining models to predict high school dropouts in the state. Based on the findings from the models, community and academic factors important to dropping out are discussed. The models' predictive accuracy rates are compared and trade-offs analyzed. In addition, the project used a clustering model to classify dropouts based on their characteristics. The complexity of the resulting eight dropout clusters confirms that dropping out is a complex phenomenon and that student race and economic status are inadequate in making predictions.

#### OTIS: Illinois' Online Teacher Information System (Part II)

**Session VIII-F**

**New York**

**Thursday, July 29, 2:45 – 3:45**

See Session Description VII-F

#### Data Quality: What are Validity, Accuracy, and Reliability?

**Session VIII-G**

**Rhode Island**

**Thursday, July 29, 2:45 – 3:45**

Oren Christmas, *Center for Educational Performance and Information*

Data quality is becoming more of an issue as states begin to collect new data elements in new ways. Low quality data will lead to poor decisions, inadequate planning, inaccurate reporting, ineffective allocation of resources, and inappropriate legislation, and foster a misunderstanding of performance. This session will cover one state's efforts to establish the validity, accuracy, and reliability of student, staff, financial, and school related data. Four keys to improving data quality will also be discussed.

## Session Descriptions

**Thursday, July 29**

### **Vision to Know and Do: A Data-Driven Decision Making Partnership**

**Session VIII-H**

**Pennsylvania**

**Thursday, July 29, 2:45 – 3:45**

Irene Spero, *Consortium for School Networking*

John Porter, *Montgomery County Public Schools*

The Consortium for School Networking (CoSN) launched Data-Driven Decision Making: Vision to Know and Do in February 2003 as a response to the challenges teachers and administrators at the school, district, and state level face in understanding how to use data appropriately as a tool to accelerate student learning and meet accountability mandates. With support from its corporate sponsors, the initiative is working with school districts and providing the tools necessary to plan, implement and target interventions based on data. Its web site, [www.3d2know.org](http://www.3d2know.org), includes a self assessment, case studies, resources, publications and presentation materials.

## Session Descriptions

**Thursday, July 29**

### **CONCURRENT SESSION IX**

**4:00 – 5:00**

#### **Measuring Performance in International Assessments**

##### **Session IX-A**

**Senate**

**Thursday, July 29, 4:00 – 5:00**

Larry Ogle and Mariann Lemke, *National Center for Education Statistics*

The National Center for Education Statistics (NCES) participates in a number of international assessments designed to provide information about how U.S. students compare to students from other countries in mathematics, reading, and science at various grade/age levels. This panel will present results from three major ongoing assessments: Trends in International Mathematics and Science Study (TIMSS), the Program for International Student Assessment (PISA), and the Progress in International Reading Literacy Study (PIRLS). The panel will discuss how these are reported and used in the United States by educators, policymakers, and others. Information on the construction of the assessments, the development and use of background questionnaires, and the sampling techniques used in the assessments will also be presented.

#### **A Financial Condition Indicator System for School Districts: A Case Study of New York**

##### **Session IX-B**

**East**

**Thursday, July 29, 4:00 – 5:00**

William Duncombe, *Syracuse University*

State governments are in the midst of one of the most severe fiscal crises of the last half century. The magnitude of the fiscal challenges facing state and local governments highlights the importance of sound fiscal planning and access to key financial indicators. The objective of this paper is to develop a financial condition indicator system for school districts using New York as a case study. The framework used for the financial condition indicator system (FCIS) includes four components: short-run financial condition; long-run financial condition; economic condition; and student performance. To design the FCIS, we used a state-of-the-art evaluation tool—fuzzy rule-based systems (FRBS). FRBS can combine numerous factors measured in different units without losing information and can effectively capture the contextual judgment of experts. Using data for New York State school districts, we illustrate the types of information that can be obtained from an FCIS.

## Session Descriptions

**Thursday, July 29**

### **SIF—Education Users Seeking Functionality**

#### **Session IX-C**

**Chinese**

**Thursday, July 29, 4:00 – 5:00**

Barbara Andrepont, *Education Data Therapist*  
Steven King, *Wyoming Department of Education*  
Patrick Plant, *Anoka-Hennepin School District*

School districts, states, and the U.S. Department of Education are rapidly moving to design and implement projects to support classroom and school operations, and to implement and support data-based decision making. The Schools Interoperability Framework (SIF) initiative formed an Education Advisory Panel this year to assist in identifying education needs and priorities for PK-12 education data interoperability. SIF is actively engaging education partners to sustain success across the education community. This session will highlight and summarize some of the recent efforts to engage the education and vendor/developer communities to align, improve, and expand collection, analysis and access to high quality information in education.

### **Data Partnership Project Overview**

#### **Session IX-G**

**Rhode Island**

**Thursday, July 29, 4:00 – 5:00**

Joe Simpson, *Council of Chief State School Officers*  
Mike Cohen, *Achieve*  
Michael Stuart, *Standard and Poor's*  
Richard Kesner, *CELТ Corporation*

One of the most challenging aspects of implementing No Child Left Behind (NCLB) is the demand on a state's data system infrastructure to provide quality data to bring about effective change. The Council of Chief State School Officers (CCSSO) has partnered with Achieve, CELТ Corporation, and Standard and Poor's to offer states technical assistance on the development of a high quality data infrastructure. This session will provide an overview of the project and its ability to group problem-solve, identify policy solutions in cross state issues, and provide publicly available reporting service that incorporates powerful statistical tools and data analysis.



## Session Descriptions

**Thursday, July 29**

### **Improving Student Learning with Standards, Assessments, and Technology**

**Session IX-H**

**Pennsylvania**

**Thursday, July 29, 4:00 – 5:00**

Gayle Wood, *Consultant*

Edward Holstrom, *Virginia Department of Education*

School-based administrators and classroom teachers face the task of aligning and integrating accountability measures such as high-stakes testing, state-mandated standards, and local curriculum programs with individual instructional strategies for student learning. In a pragmatic effort to compile and correlate the mandated accountability measures from No Child Left Behind, numerous state standards, along with aligning local curriculum into the instructional process, and instructional software management programs have been designed. The intended outcome of the instructional software management program was twofold: to increase student mastery of the essential knowledge and skills in the four core content areas of English, mathematics, social studies, and science as legislated and measured by statewide accountability programs; and to establish the pedagogical strategies of using released, mandated high-stakes tests as a comprehensive diagnostic tool to differentiate instruction and reduce student skill gaps so there is adequate yearly progress for students.



## Session Descriptions

**Friday, July 30**

### **CONCURRENT SESSION X**

**8:30 – 9:30**

#### **Findings from The Condition of Education 2004**

##### **Session X-A**

**Senate**

**Friday, July 30, 8:30 – 9:30**

John Wirt and Patrick Rooney, *National Center for Education Statistics*  
Anindita Sen, *American Institutes for Research*

The *Condition of Education 2004* was recently released. The report summarizes important trends and developments in education using the latest available data from many NCES and other sources. The report includes a special analysis on changes in student financing of undergraduate education between 1990 and 2000. It also includes 38 indicators on: (1) participation in education, (2) learner outcomes, (3) student effort and academic progress, (4) contexts of elementary and secondary education, (5) contexts of postsecondary education, and (6) societal support for education. In this session, the editor and two of the principal authors will discuss key indicators from the report and answer questions.

#### **Expenses v. Expenditures: Which Should I Choose for Measuring Cost Per Student?**

##### **Session X-B**

**East**

**Friday, July 30, 8:30 – 9:30**

Dean Mead, *Governmental Accounting Standards Board*

GASB Statement 34's introduction of full accrual information has led some school districts to begin reporting expenses per student, while others continue to report expenditures per student. Which is preferable: expenses or expenditures? What do they measure? How do they differ? This presentation attempts to answer those questions.

#### **SIF Transcript**

##### **Session X-C**

**Chinese**

**Friday, July 30, 8:30 – 9:30**

Janis Brown, *National Center for Education Statistics*  
Larry Fruth II, *Schools Interoperability Framework*

The Schools Interoperability Framework (SIF) Transcript Special Interest Group (SIG), under SIF's Features and Functionalities Task Force, will discuss current efforts to improve the quality of transcript data, state needs to facilitate data, state needs to facilitate transcript electronic transfer, previous work conducted in this area, and possible next steps to support the development of a *standard* pre-kindergarten through twelfth-grade transcript.

## Session Descriptions

### Friday, July 30

#### Outcomes Measurement and the LSTA Toolkit

##### Session X-D

South Carolina

Friday, July 30, 8:30 – 9:30

Amy Louttit Johnson, *Florida Department of State*

Outcome-based evaluation allows project managers to capture the changes in knowledge, skills, and abilities of project participants. By the end of the session, participants will have an understanding of outcome-based evaluation and how it can be used in their program. Session attendees will be shown a web site, which provides point of use instruction on outcome-based evaluation. The web site includes information on how to develop surveys, focus groups, and more. Handouts will be provided about the web site and outcome-based-evaluation.

#### School Information Partnership: Tools to Report, Measure, and Apply Performance Data

##### Session X-E

Virginia

Friday, July 30, 8:30 – 9:30

Jackie Lain, *Standard and Poor's*

Tom Lindsley, *National Center for Educational Accountability*

The U.S. Department of Education, the Broad Foundation, Standard and Poor's, and the National Center for Educational Accountability have developed a nationwide data analysis and reporting initiative called the School Information Partnership (SIP). In January 2004, SIP launched SchoolResults.org, a new public web site. The web site presents assessment and performance data for schools, districts, and states, with analytical tools to help parents, educators, and policymakers make better-informed decisions about their schools. Available data for all 50 states will be online in summer 2004. Learn how this innovative web site helps education stakeholders understand and improve student achievement and school performance.

#### EDEN Data Elements: The Latest and (Almost) Final Version

##### Session X-F

New York

Friday, July 30, 8:30 – 9:30

Barbara Timm, *U.S. Department of Education*

Barbara Clements, *ESP Solutions Group*

The U.S. Department of Education (USED) has developed a set of data elements that will meet most of the information needs of the program offices responsible for K-12 grants. These data elements will be collected through the Education Data Exchange Network (EDEN) during Fall 2004. During this session, USED will describe the data elements and plans for the Fall submission.

## Session Descriptions

### Friday, July 30

#### The NYS Data Warehouse Initiative

##### Session X-G

Rhode Island

Friday, July 30, 8:30 – 9:30

Jenifer Gilson, *Erie 1 BOCES*

The New York State (NYS) Data Warehouse initiative facilitates the systematic collection of student demographic and assessment data for analysis and reporting purposes. Our malleable web-based tool allows districts to create reports in a customized format that meets their individual needs. The Regional Information Centers (RIC) and local Boards of Cooperative Educational Services (BOCES) provide educators with the support they need to make data-driven decisions for improving instruction. The collaborative effort of groups across New York State—including the state education department, the RICs, BOCES, psychometricians, technicians, and curriculum and staff development experts—has helped to encourage the implementation of best practices for data analysis at the school district level as well as the development of comprehensive data reporting system. The NYS Data Warehouse initiative helps districts ensure that all students succeed as well as assists them in meeting the requirements of No Child Left Behind.

#### 2000 School District Special Tabulation Data and Its Web Site (Part I)

##### Session X-H

Pennsylvania

Friday, July 30, 8:30 – 9:30

Tai Phan, *National Center for Education Statistics*  
Joe Collins, *Pinkerton Computer Consultants*

This workshop will provide National Center for Education Statistics' data users with instructions on how to navigate and create data for a district and state. There are three Census files at the school District Demographics site: Census 2000 Special Tabulation (STP2), Summary File 1 (SF1), and Census 2000 Redistricting (P.L. 94-171 Summary File Data). Data users can view and access data for each district and/or state by: Online Interactive Mapping district/state, Summary Social Economic and Demographic Profile (district), School District Analysis System (state), and Download 2000 Census Data option.

## Session Descriptions

**Friday, July 30**

### **CONCURRENT SESSION XI**

**9:45 – 10:45**

#### **School District Finance Data**

##### **Session XI-A**

**Senate**

**Friday, July 30, 9:45 – 10:45**

Frank Johnson, *National Center for Education Statistics*

Mark Zolecki, *U.S. Census Bureau*

The Census Bureau and National Center for Education Statistics (NCES) have been collecting school district level finance data for many years. This session will cover the changes in the survey over the years, culminating in the files that are becoming available on the NCES web site. We will also present a look at the charter school finance data that are available on these files.

#### **More Different Than Alike: State Strategies for Funding Education**

##### **Session XI-B**

**East**

**Friday, July 30, 9:45 – 10:45**

Jennifer Park, *Education Week*

In August 2003, Education Week conducted a survey of the 50 states and the District of Columbia. The purpose of the survey was to learn how states collect revenue for education and what policies states have to distribute this money. Each response from the state was carefully verified with either a state statute or evidence provided by the state. The results of the survey provide context for quantitative analysis and give a more recent picture of state policies surrounding school finance than is currently available. This presentation will discuss the results of the survey and other relevant data.

## Session Descriptions

### Friday, July 30

#### C-Prime for Improvement Across the Board

##### Session XI-C

Chinese

Friday, July 30, 9:45 – 10:45

Robert Runcie, *Chicago Public Schools*

Chicago Public Schools (CPS) has recently launched an extensive project to replace its current student information systems. The goals of this project are twofold: to change current business practices and improve instruction.

Through the use of technology, CPS will change business practices by capturing data to improve accountability, thereby reducing costs and facilitating revenue enhancement. Instructional improvements will result from the new sets of tools available to administrators and teachers. Administrators will have access to tools to analyze the effectiveness of CPS programs and teachers will have the tools they need to inform instruction. An additional expected outcome is improved interaction among teachers, principals, parents, and administrators.

#### Data Standards: Demonstrating Accountability for School Library Media Programs

##### Session XI-D

South Carolina

Friday, July 30, 9:45 – 10:45

Marilyn Shontz, *Rowan University*

School administrators have available results from research studies\* nationwide demonstrating positive relationships between strong library media programs with free voluntary reading, and reading achievement test scores.

We know that students at schools with better-funded library media centers, adequate staffing, large collections of resources and library media specialists involved cooperatively and flexibly with instruction tend to achieve higher reading test scores. School administrators and library professionals need to know what established data standards and elements to use in measuring services and establishing print-rich environments in their schools.

This presentation considers the establishment and use of selected standardized definitions and measurement scales for types of library materials, expenditures, student use of library resources, and differences in data standards at elementary and secondary levels including staffing.

\*Library media program results include data collection initiatives in TX and CA, and results of research studies in CO, AK, OH, NC, FL, IA, MA, MI, MN, and OR.

## Session Descriptions

### Friday, July 30

#### Technology Data Collection Headaches?

##### Session XI-E

Virginia

Friday, July 30, 9:45 – 10:45

Lenny Sweeney, *Pennsylvania Department of Education*

Many states are facing the challenge of creating a comprehensive picture that outlines the technological capabilities within their schools. By having such data, more informed decisions can be made regarding technological capacity building, leadership, and infrastructure. Within Pennsylvania (PA), the PA Technology Inventory (PATI) and handheld assessment instruments are being used as tools to collect technology data. This presentation will provide information on the types of data being collected, techniques for analyzing the data, and details on the data collection tools themselves.

#### Feedback and Suggestions on PBDMI: Working Session with State Partners

##### Session XI-F

New York

Friday, July 30, 9:45 – 10:45

Patrick Sherrill, *U.S. Department of Education*

A lot was learned in the pilot year of the Performance-Based Data Management Initiative (PBDMI), and the experience is obvious in this year's PBDMI design. This is a working session between the PBDMI's state partners and project staff - but others are encouraged to sit in and contribute to the discussion.

#### Aligning Data Collection and Reporting on No Child Left Behind Accountability and Key State Education Policy Studies

##### Session XI-G

Rhode Island

Friday, July 30, 9:45 – 10:45

Lori Cavell, Andra Williams, and Carla Toye, *Council of Chief State School Officers*

The Council of Chief State School Officers (CCSSO) conducts a biennial, 50-state survey on major state PK-12 education policies, including time and attendance, graduation requirements, content standards, teacher licensure, school leader licensure, and student assessment policies. This presentation will cover the major trends in the data from 2002 as well as the data collected thus far for 2004 (to be reported in *Key State PK-12 Education Policies: 2004*), and new and innovative strategies CCSSO is using to gather the data (includes demonstration of newly developed web-based survey).

A discussion of how CCSSO plans to align this data collection effort with other CCSSO and non-CCSSO efforts to reduce the reporting burden on states will complement the presentation.



## **Session Descriptions**

**Friday, July 30**

**2000 School District Special Tabulation Data and Its Web Site (Part II)**

**Session XI-H**

**Pennsylvania**

**Friday, July 30, 9:45 – 10:45**

**See Session Description X-H**